



CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

eISSN: 2660-6828 | Volume: 04 Issue: 01 Jan 2023
<https://cajipc.centralasianstudies.org>

Simple Techniques to Help Students to Memorize in English Lessons

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Received 10th Nov 2022, Accepted 10th Dec 2022, Online 19th Jan 2023

ABSTRACT

The article is devoted to the problem of effective teaching of English to students. Methods and techniques are given to increase the level of memorization of the studied material by students.

KEYWORDS: efficiency, listening, memorization, kinesthetic, teaching.

Introduction. Effective teaching is one of the problems in the modern educational system. There are many books and resources related to this subject. Nevertheless, in teaching a foreign language, teachers have many questions about how to increase the level of memorability of educational material by students.

Imagine a pyramid, at the bottom - all the students who seem to understand who remembers some information in the lesson. At the top of the pyramid are those few students who seem to remember almost everything they learn in class. And below and above, along with their students, there are teachers who have these students in the classroom. Some of them are less effective and some are more effective, as the results of their students show. Each teacher has a different place on the pyramid, and even you. But before you get comfortable in one of the lower levels, see how easy it is to get to the top and become a teacher whose students achieve amazing results in their English classes.

Help your students become successful. Students remember twenty percent of what they hear. It's not very impressive. And for learners of English as a second language, the percentage is even lower. The language barrier affects almost every level, and a student's listening skills and knowledge of vocabulary tend to have a negative impact on how much of what they hear they are able to remember.

One advantage is that students can easily rise above that meager twenty percent. Involving students in the learning process, something you probably do every day in English classes, will increase what they learn.

One way to improve student listening is to give them as many different opportunities to practice as possible. This includes the use of multimedia in your classroom, such as tapes and podcasts. Show them videos of people speaking and invite them to the speaker class. Even inviting another teacher to talk to your students will help them improve their listening comprehension, as different people speak with different vocabulary,

grammar, and pronunciation. Moreover, all these things work to improve listening comprehension. The downside is that even students with the best listening comprehension only remember about twenty percent of what they hear.

Books can contain a wealth of information whether you're studying English or entomology, but that doesn't mean they're the best source for learning. According to educational research, students typically remember about thirty percent of what they see. This includes reading books, viewing graphics, and any other process that only involves the eyes and brain. Many ESL students prefer to read information rather than attend classes. Perhaps this is because they can take their time and search for words that are unfamiliar to them. They think that working at their own pace, even if only through visual aids, will help them learn English better. However, even with this increased focus on learning, most of them do not remember all the information on the page, but only about thirty percent. It is important for teachers to remember this. Sometimes reading-based independent work may be the best option for the class. And these activities are helpful. But this is the case no matter how and when you use them. These self-reading activities are best for reviewing information rather than presenting new information. When students read information they already know, it increases retention. When they read new material as their only means of learning, their memorization is less than perfect.

General memory scheme. Very few English teachers either present the lesson verbally or ask students to read from a textbook. Most teachers, regardless of subject, have realized that both verbal and visual presentation of information give their students more success when it comes to retaining information.

Research confirms this conclusion, and they move to the next level of the pyramid. If a student sees and hears the same information, he will remember about fifty percent of this information.

That is why teachers write on the blackboard when teaching students, i.e. introduction of the same material twice: visually and auditioned. This double entry almost doubles the extent to which students remember what they read and heard. Here, at the level of hearing and vision, most students become comfortable, as well as teachers. And it's an easy way to learn English.

Small changes lead to big efficiency. Yes, memorizing fifty percent of what teachers present in the classroom is probably a pretty good result, but with small tweaks it can help students become even more successful. Just one more small step in the lesson will increase students' understanding to a staggering seventy percent. Students must speak.

Speech is an important factor. Traditionally, teachers may not agree with this idea, but part of our job as English teachers is to get students to speak English. In general, students like to talk in the classroom. And research shows that students typically remember about seventy percent of what they hear, see, and say in class. This means that all these small group discussions are great not only for working on pronunciation, but also for helping students remember information in grammar, vocabulary, and writing lessons. This does not mean repeating verb conjugations as a way to improve students' understanding, consider adding simple exercises to the class such as these: Reading class puzzles so that each person can verbally convey information to their group Ask students to interview a friend friend, using a new grammatical construction, play cards to develop vocabulary (memory, fish, etc.). Allow students to read instructions and answers aloud as they complete the worksheet, even if it only happens to one or two other students. These simple things will affect how much students learn and how well they learn it.

Reaching the top. Some will find it little to complain if their students remember seventy percent of what they have been taught in class. The teacher should not be on the laurels. Students can achieve approximately ninety percent retention with just one more step in the teaching/learning process: doing.

Kinesthetic tasks where students can move, touch like many of them. Although they can listen, read, and even speak normally, if they can handle and move objects, build objects, draw objects, and possess objects related to the lesson, they float. Probably only a small number of students in a class are kinesthetic learners. More time should be devoted to practical exercises, but many teachers do not. Kinesthetic activities in the classroom will benefit even those who learn by ear and sight.

Thus, by incorporating auditory, visual, speaking and practical activities into the lesson plan, one can influence how well and easily students learn. This may give the best chance of success.

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